# Las Positas College

Program Review Discipline Data Packet

Spring 2014 to Spring 2018

Discipline:

Computer Science (CS)

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Headcount & Enrollment

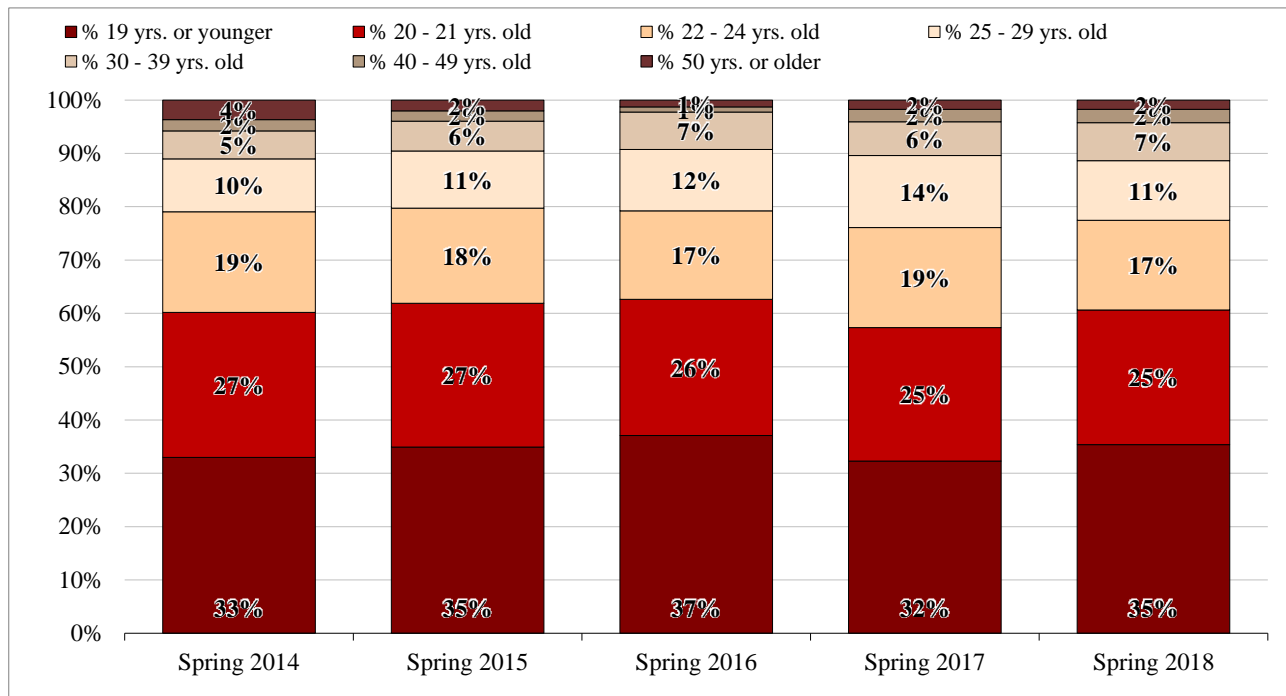| Computer Science (CS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Headcount	191	252	313	347	404
Total Course Enrollments	217	266	335	383	447
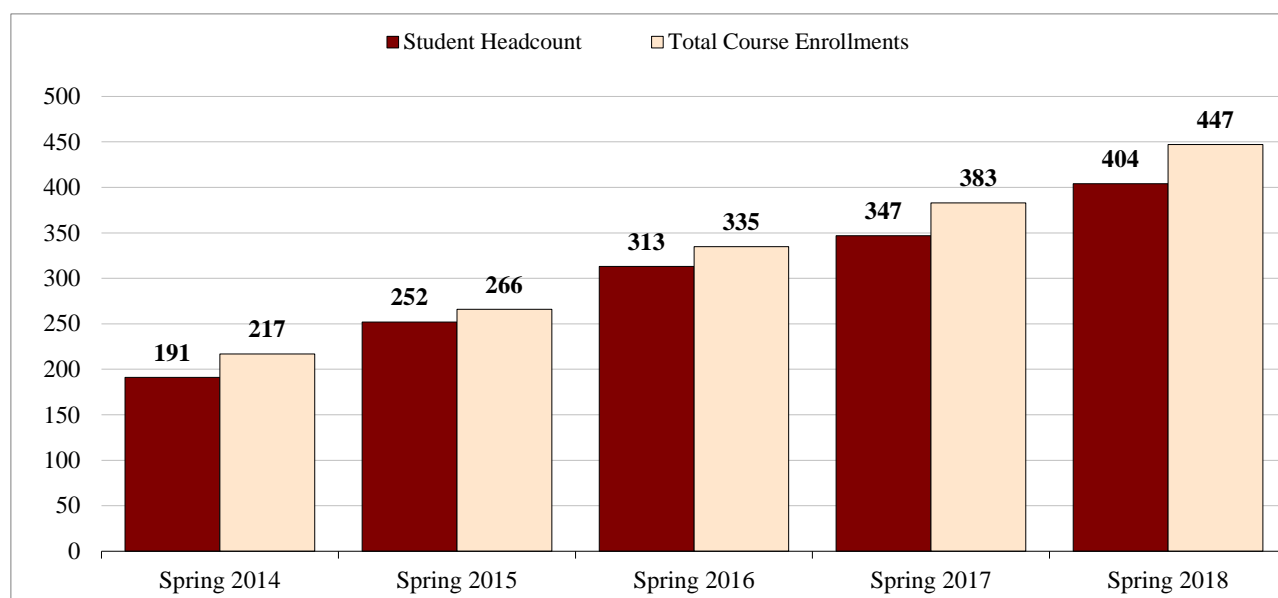
Definitions:

Student Headcount is the unduplicated count of students enrolled in all courses within the discipline.

Total Course Enrollments is the sum of all course enrollments (filled seats) within the discipline.
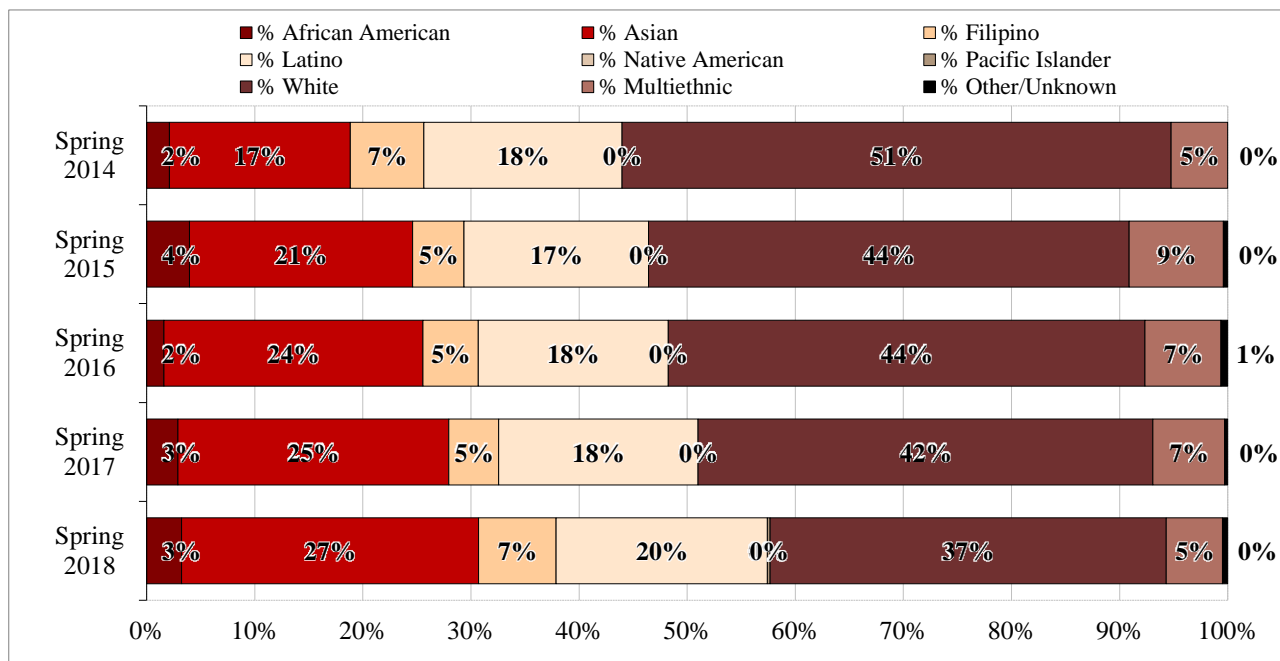
Student Demographics: Gender & Age

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Female	20	39	68	64	84
Male	167	208	243	276	313
19 yrs. or younger	63	88	116	112	143
20-21 yrs. old	52	68	80	87	102
22-24 yrs. old	36	45	52	65	68
25-29 yrs. old	19	27	36	47	45
30-39 yrs. old	10	14	22	22	29
40-49 yrs. old	4	5	3	8	10
50 yrs. or older	7	5	4	6	7
% Female	11%	16%	22%	19%	21%
% Male	89%	84%	78%	81%	79%
% 19 yrs. or younger	33%	35%	37%	32%	35%
% 20 - 21 yrs. old	27%	27%	26%	25%	25%
% 22 - 24 yrs. old	19%	18%	17%	19%	17%
% 25 - 29 yrs. old	10%	11%	12%	14%	11%
% 30 - 39 yrs. old	5%	6%	7%	6%	7%
% 40 - 49 yrs. old	2%	2%	1%	2%	2%
% 50 yrs. or older	4%	2%	1%	2%	2%

Student Demographic: Race-Ethnicity

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
African American	4	10	5	10	13
Asian	32	52	75	87	111
Filipino	13	12	16	16	29
Latino	35	43	55	64	79
Native American	0	0	0	0	0
Pacific Islander	0	0	0	0	1
White	97	112	138	146	148
Multiethnic	10	22	22	23	21
Other/Unknown	0	1	2	1	2
% African American	2%	4%	2%	3%	3%
% Asian	17%	21%	24%	25%	27%
% Filipino	7%	5%	5%	5%	7%
% Latino	18%	17%	18%	18%	20%
% Native American	0%	0%	0%	0%	0%
% Pacific Islander	0%	0%	0%	0%	<1%
% White	51%	44%	44%	42%	37%
% Multiethnic	5%	9%	7%	7%	5%
% Other/Unknown	0%	<1%	1%	<1%	0%

Student Enrollment Status

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
First-Time Any College	5	10	5	9	8
First-Time Transfer	10	19	15	22	30
Continuing	170	213	273	295	336
Returning	3	8	15	13	8
Concurrent Enrollment	2	2	5	8	22
% First-Time Any College	3%	4%	2%	3%	2%
% First-Time Transfer	5%	8%	5%	6%	7%
% Continuing	89%	85%	87%	85%	83%
% Returning	2%	3%	5%	4%	2%
% Concurrent Enrollment	1%	1%	2%	2%	5%
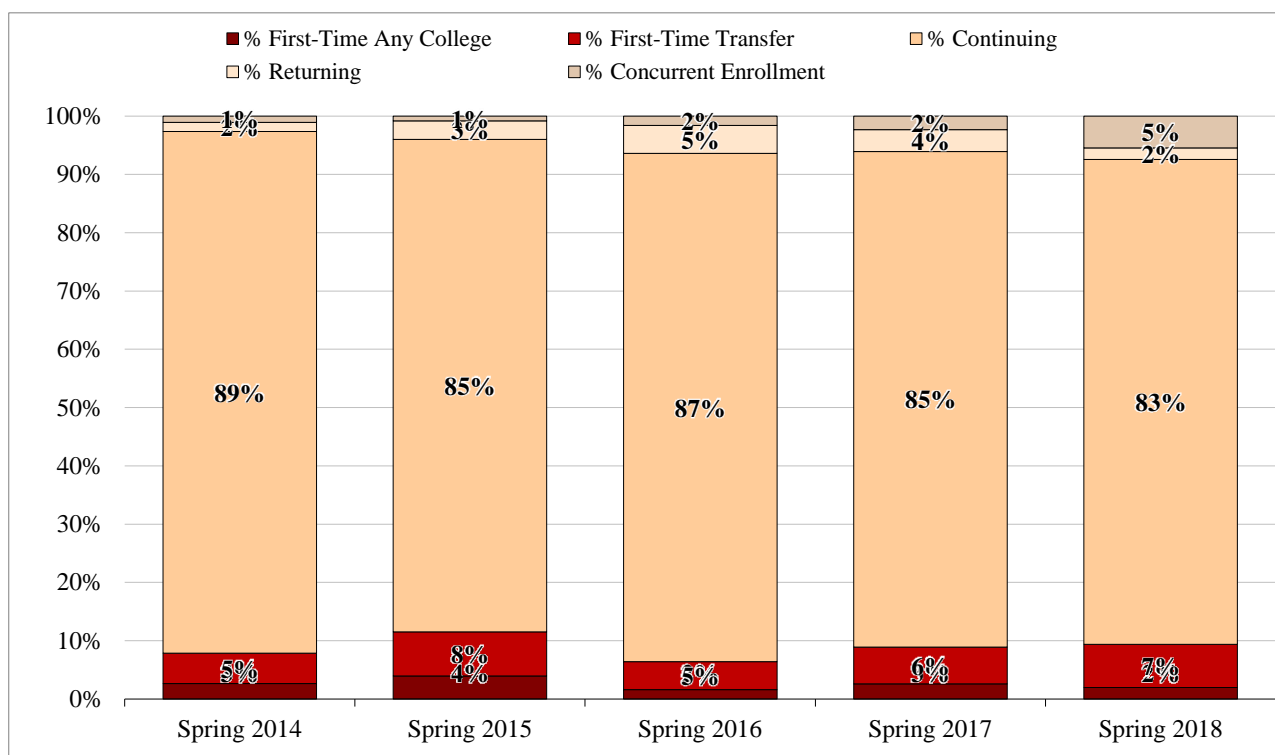
Definitions:

First-Time Any College: Students enrolled in college for the first time.

First-Time Transfer: Students transferring to LPC in the current semester from another community college or university.
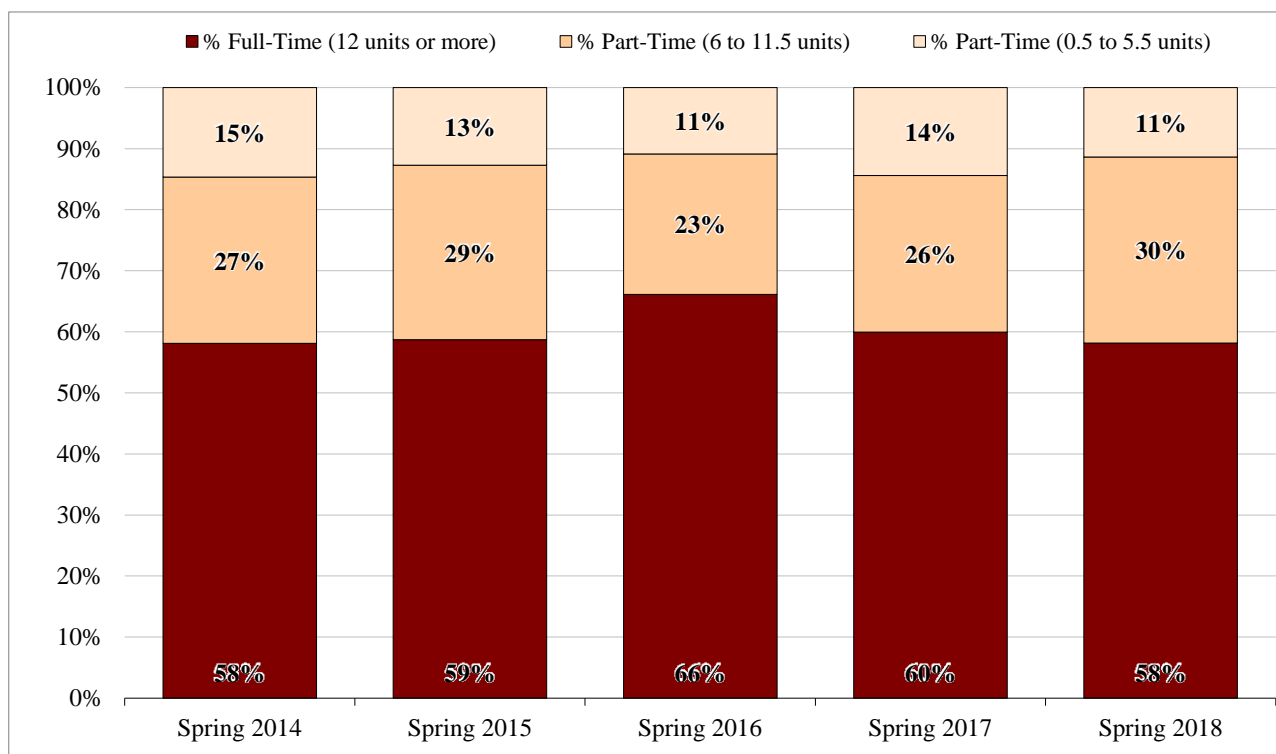
Continuing: Students enrolled in the current semester and were enrolled in the previous primary term. Primary terms are Fall and Spring.

Returning: Students enrolled at LPC after an absence of one or more primary terms from the District.

Concurrent Enrollment: A special admit student currently enrolled in K-12.
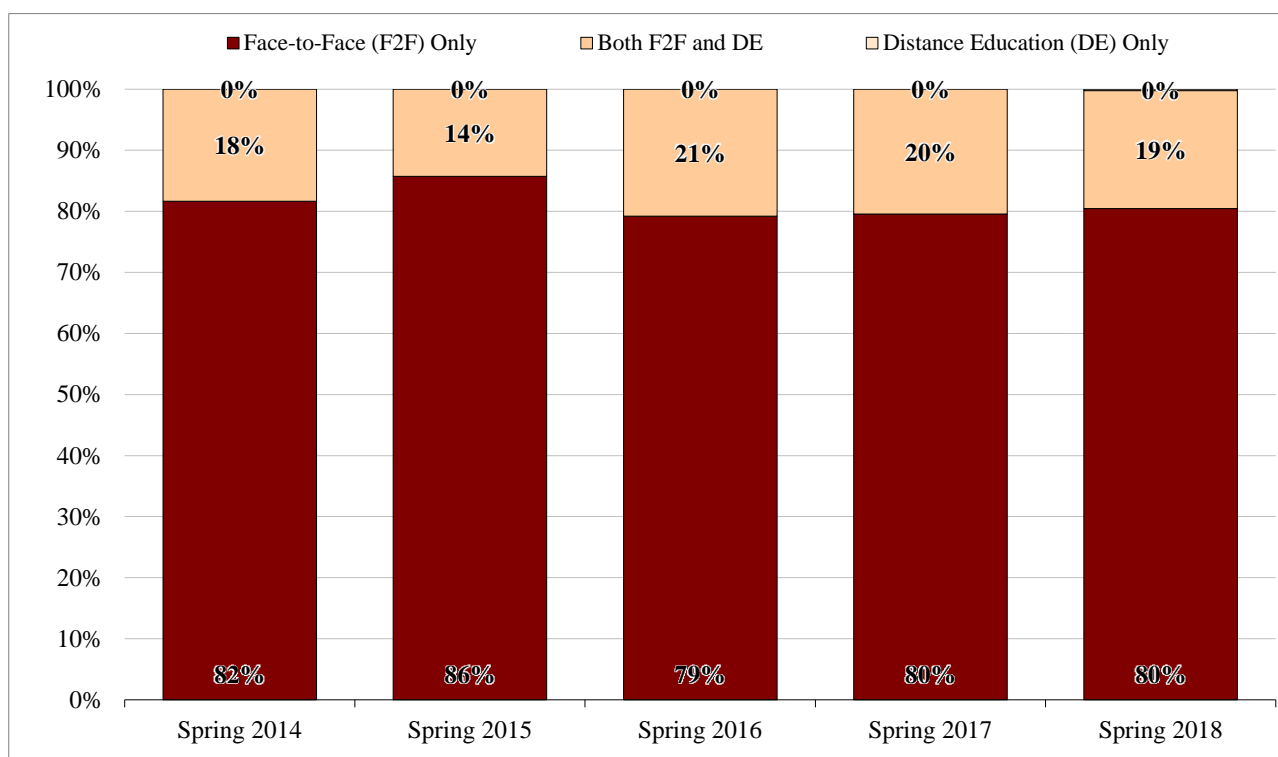
Student Unit Load

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Full-Time (12 units or more)	111	148	207	208	235
Part-Time (6 to 11.5 units)	52	72	72	89	123
Part-Time (0.5 to 5.5 units)	28	32	34	50	46
% Full-Time (12 units or more)	58%	59%	66%	60%	58%
% Part-Time (6 to 11.5 units)	27%	29%	23%	26%	30%
% Part-Time (0.5 to 5.5 units)	15%	13%	11%	14%	11%

Office of Research, Planning and Institutional Effectiveness
Las Positas College

Students Using Distance Education

| Computer Science (CS)					
Term					
(Categories reflect college-wide coursework)	**Spring 2014**	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Face-to-Face (F2F) Only	156	216	248	276	325
Both F2F and DE	35	36	65	71	78
Distance Education (DE) Only	0	0	0	0	1
% Face-to-Face (F2F) Only	82%	86%	79%	80%	80%
% Both F2F and DE	18%	14%	21%	20%	19%
% Distance Education (DE) Only	0%	0%	0%	0%	<1%

Definitions:

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Student Educational Goal

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Transfer (w/ or w/o AA/AS degree)	147	209	251	266	312
Associate Degree Only (AA/AS)	3	5	10	13	10
Occupational Certificate or Job Training	16	14	21	18	33
Improve English/Math Basic Skills	1	1	5	3	3
Personal Development (intellectual/cultural)	6	8	2	9	9
Other	1	0	1	0	4
Undecided	16	13	20	36	30
Unknown	1	2	3	2	3
% Transfer (w/ or w/o AA/AS degree)	77%	83%	80%	77%	77%
% Associate Degree Only (AA/AS)	2%	2%	3%	4%	2%
% Occupational Certificate or Job Training	8%	6%	7%	5%	8%
% Improve English/Math Basic Skills	1%	<1%	2%	1%	1%
% Personal Development (intellectual/cultural	3%	3%	1%	3%	2%
% Other	1%	0%	<1%	0%	1%
% Undecided	8%	5%	6%	10%	7%
% Unknown	1%	1%	1%	1%	1%
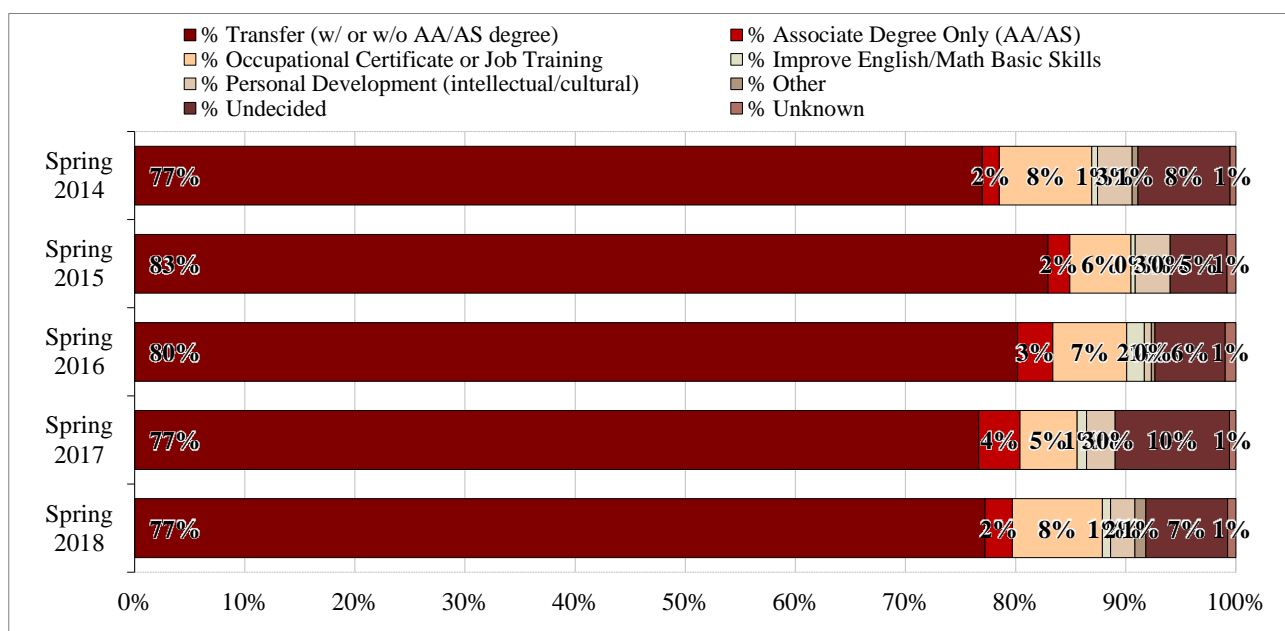
Definitions:

Transfer: Students who want to transfer to a 4-year university. Includes students enrolled in 4-year institutions completing requirements at LPC.

Occupational Certificate/Job Training: Acquire job skills, explore career interests, earn a certificate, or maintain a certificate/license.

Personal Development: Students taking courses for intellectual and/or cultural development.

Other: Students completing diploma/GED requirements or moving from non-credit to credit courses. Data from admission application.

Highest Educational Level of Students

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
High School/Adult School	3	2	7	10	23
Freshmen (<30 units)	74	130	153	148	166
Sophomore (30-59 units)	61	65	78	95	116
Other Undergraduate (60 units or more)	36	34	43	64	64
AA/AS Degree	2	2	5	4	9
BA/BS or Higher Degree	15	19	27	26	26
% High School/Adult School	2%	1%	2%	3%	6%
% Freshmen (<30 units)	39%	52%	49%	43%	41%
% Sophomore (30-59 units)	32%	26%	25%	27%	29%
% Other Undergraduate (60 units or more)	19%	13%	14%	18%	16%
% AA/AS Degree	1%	1%	2%	1%	2%
% BA/BS or Higher Degree	8%	8%	9%	7%	6%
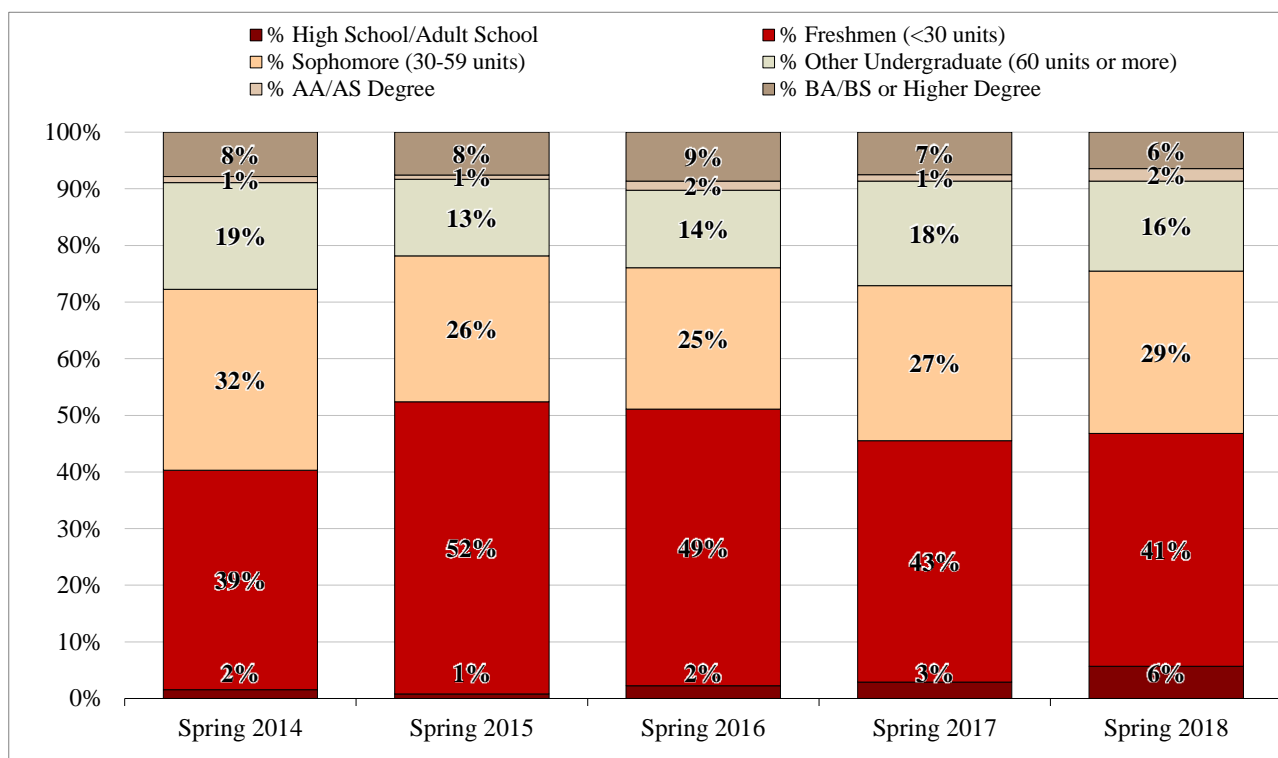
Student Performance: Grade Distribution

| Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**217**	**266**	**335**	**383**	**447**
Course Success Rates	**66%**	**60%**	**61%**	**65%**	**68%**
A	35%	27%	31%	25%	33%
B	17%	19%	19%	25%	21%
C	14%	14%	10%	15%	14%
P	1%	<1%	1%	0%	0%
Course Non-Success Rate	**17%**	**18%**	**16%**	**19%**	**17%**
D	8%	5%	2%	6%	5%
F/NP/I	9%	13%	14%	13%	12%
Withdrawals (W)	**17%**	**23%**	**22%**	**16%**	**16%**
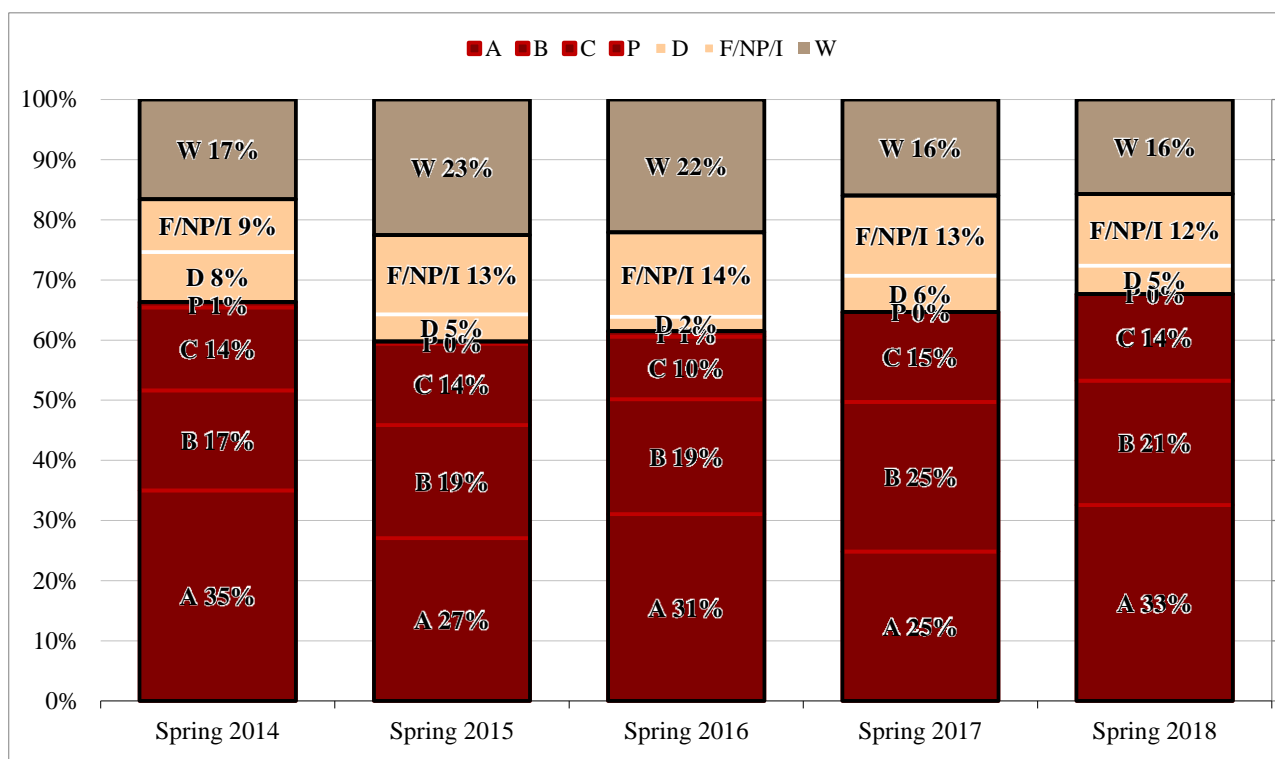
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Student Performance: Distance Education

Computer Science (CS)					
	Term				
	Spring 2014	**Spring 2015**	**Spring 2016**	**Spring 2017**	**Spring 2018**
Total Course Enrollments	**217**	**266**	**335**	**383**	**447**
Face-to-Face (F2F) Sections	**211**	**264**	**332**	**380**	**446**
Success Rates	67%	59%	61%	64%	68%
Non-Success Rates	17%	18%	17%	20%	17%
Withdrawals	16%	23%	22%	16%	16%
Distance Education (DE) Sections	**6**	**2**	**3**	**3**	**1**
Success Rates	50%	100%	100%	100%	100%
Non-Success Rates	17%	0%	0%	0%	0%
Withdrawals	33%	0%	0%	0%	0%
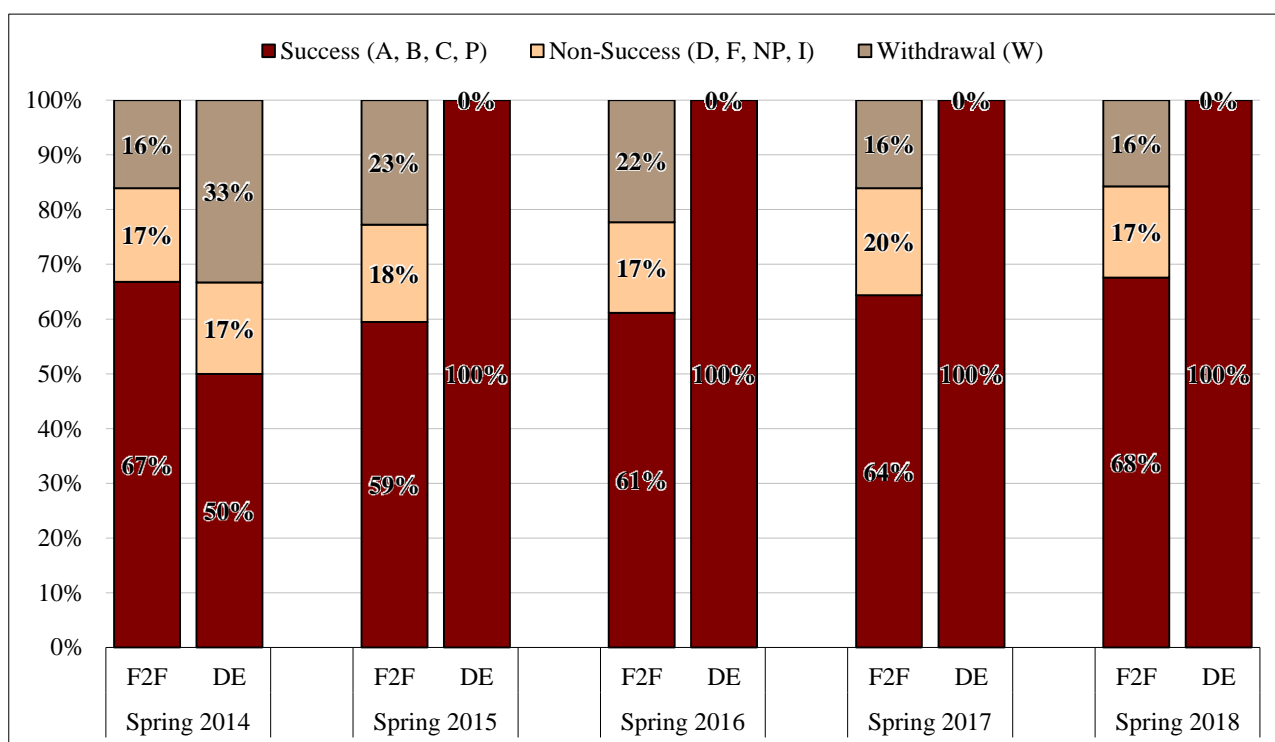
Definitions:

Course Success Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', or 'P') relative to all students receiving a grade.

Course Non-Success Rate is the percentage of students receiving a grade of ('D', 'F', 'NP or 'I') relative to all students receiving a grade.

Withdrawals is the percentage of students receiving a grade notation of 'W' relative to all students receiving a grade.

Distance Education (DE) includes enrollments in course sections that begin with 'DE', 'HD', 'LD' and 'LO'.

Enrollment Management: Part 1

Computer Science (CS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
WSCH	1,139	1,460	1,910	2,165	2,565
FTES	36.9	47.3	62.0	67.7	80.6
FTEF	1.9	2.6	3.3	3.6	4.4
Productivity (WSCH/FTEF)	605.2	565.5	582.0	596.1	577.6
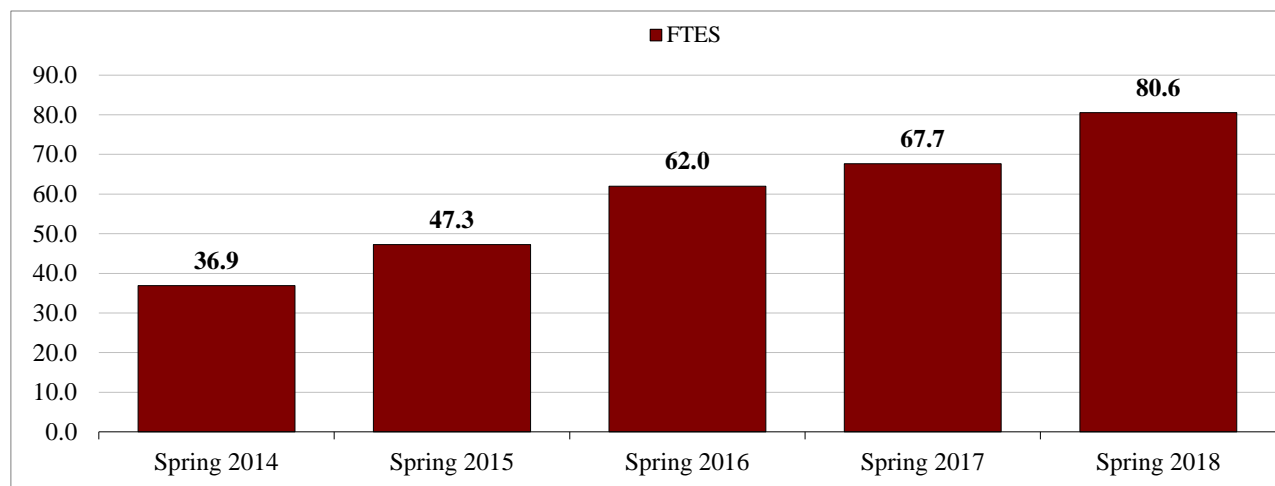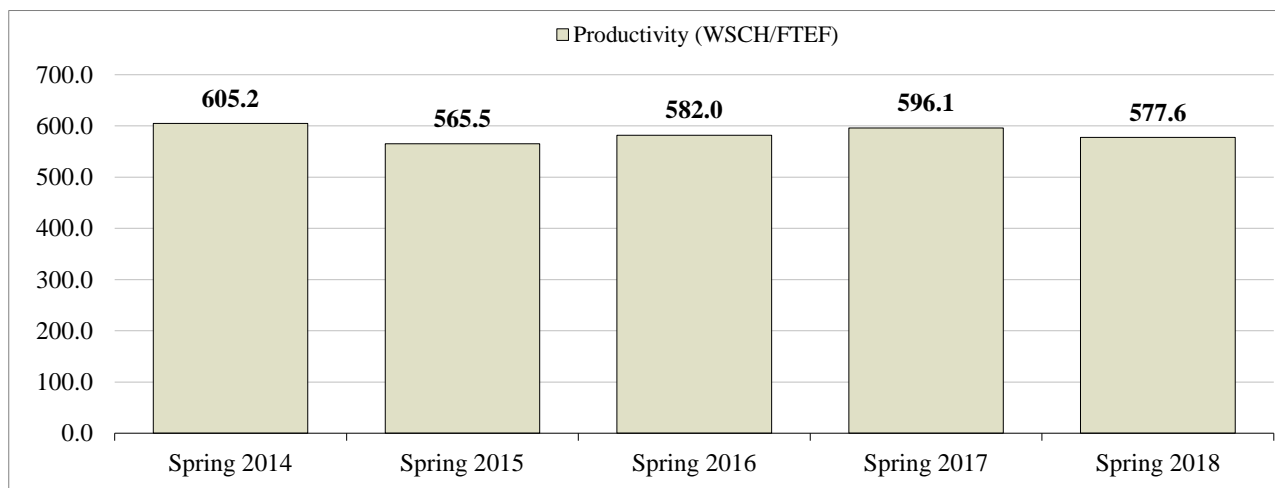
Definitions:

WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the discipline.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the discipline.

FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings for that semester.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

Enrollment Management: Part 2

| Computer Science (CS)					
	Term				
	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
FTEF from Full-Time Faculty	0.8	1.2	1.9	2.3	2.1
% FTEF from Full-Time Faculty	44%	46%	57%	64%	47%
Enrollments	217	266	335	383	447
Capacity (seats available)	180	300	395	391	465
Fill Rate	121%	89%	85%	98%	96%
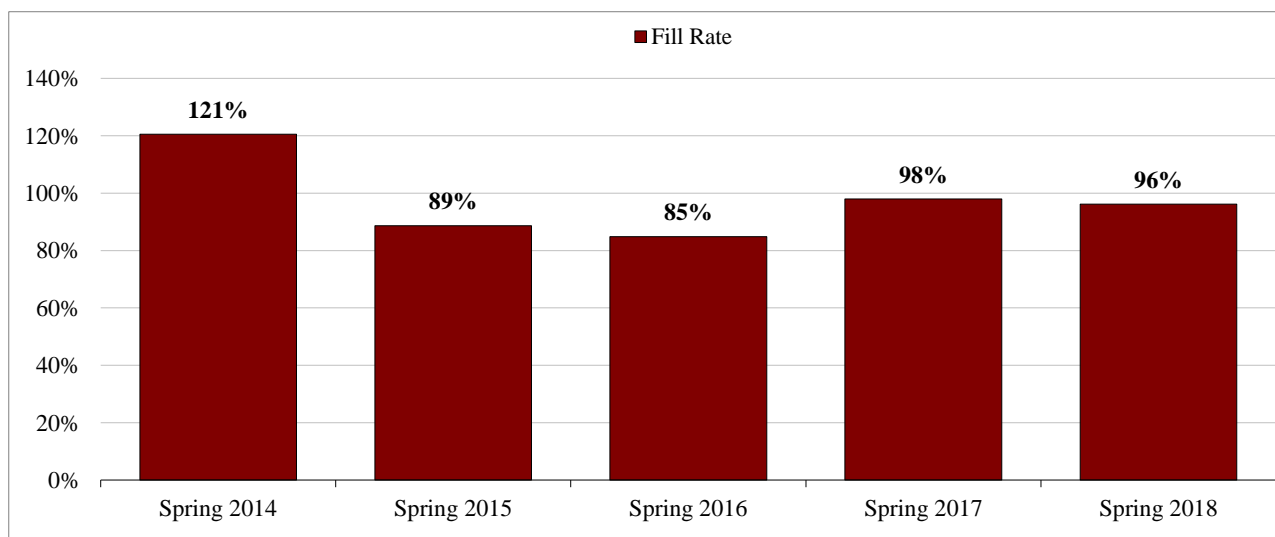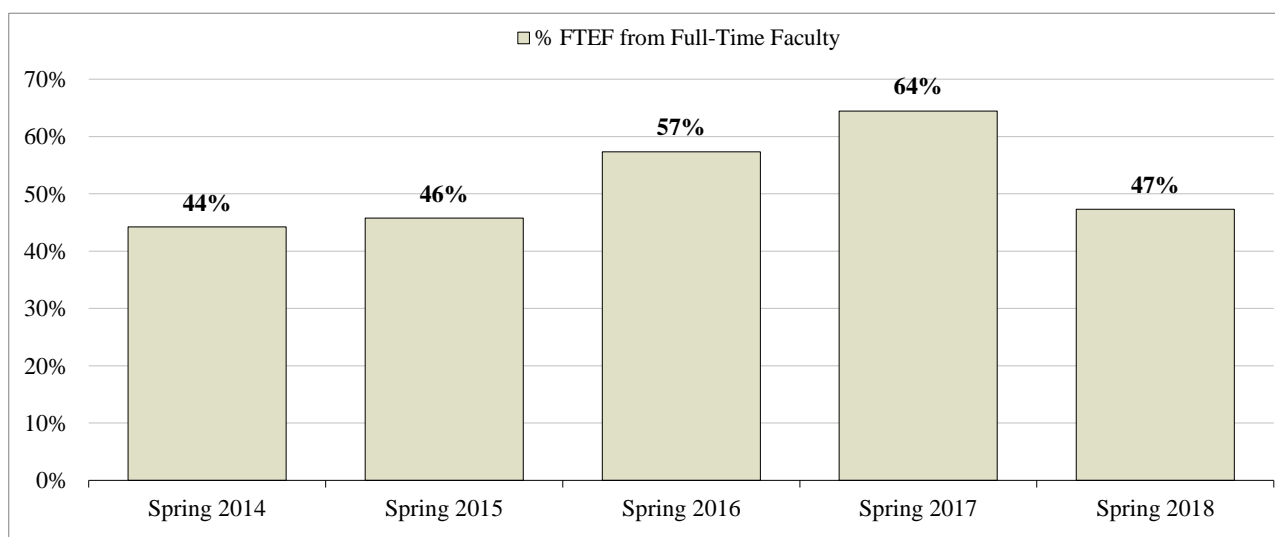
Definitions:

Fill Rate is number of enrollments over the total capacity (seats available).

% FTEF from Full-time Faculty is the FTEF generated by full-time faculty as load (i.e., excluding overload) divided by the total FTEF.

Note: Enrollment Management data includes all credit courses accounted for during the respective academic terms; data accessed on 5/15/18.

College Readiness: English & Math Proficiency

Spring 2018				
	CS		**LPC Overall**	
	Num	**Pct**	**Num**	**Pct**
College English				
Completed College-level	259	64%	4,955	54%
College-level Ready	58	12%	1,319	14%
Not College-level Ready	14	3%	619	7%
Unknown	73	17%	2,260	25%
College Math				
Completed College-level	329	81%	4,980	54%
College-level Ready	16	4%	974	11%
Not College-level Ready	10	2%	1,239	14%
Unknown	49	12%	1,960	21%
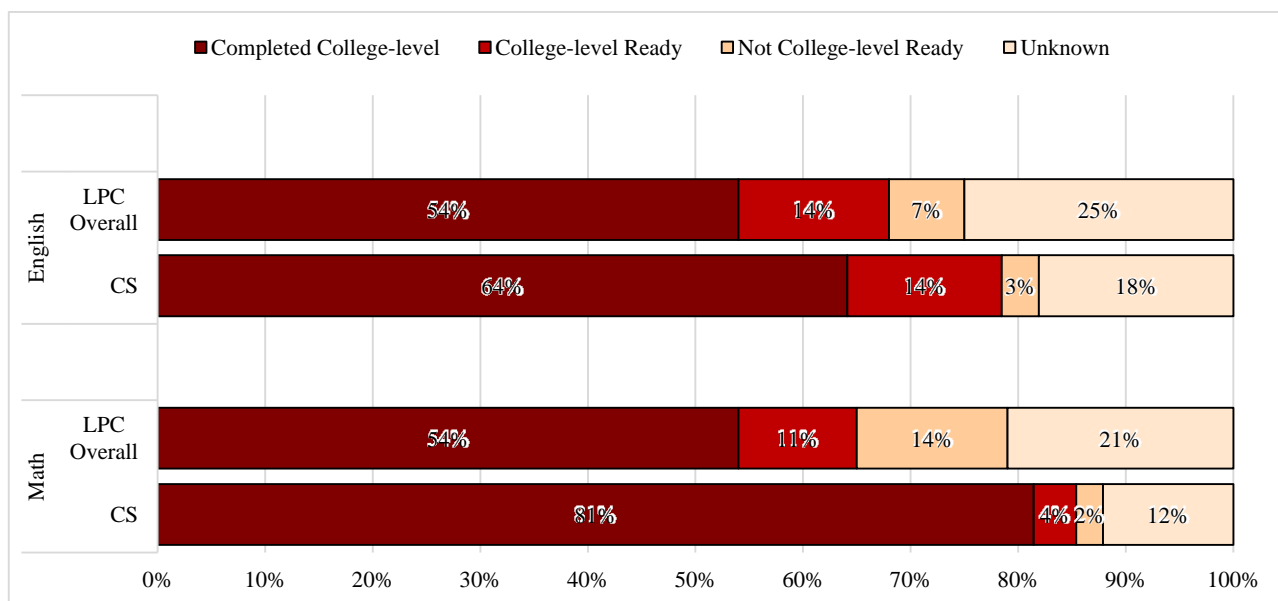
Definitions:

College English

    Completed College-level is defined as successfully completed ENG 1A or higher, or has earned at least an Associates degree.

    College-level Ready is defined as anyone who is eligible for ENG 1A but has not successfully completed the course.

    Not College-level Ready is defined as anyone who is not eligible for ENG 1A but has not successfully completed the course.

    Unknown is defined as anyone with no previous English enrollments within the sequence and no previous English assessment.

College Math

    Completed College-level is defined as succesfully completed Math 55 or higher or assessed into Transfer-level Math, or has earned at least an Associates degree.

    College-level Ready is defined as anyone who is eligible for MATH 55 but has not yet succesfully complete the course.

    Not College-level Ready is defined as anyone who is not eligible for MATH 55 but has not yet succesfully complete the course.

    Unknown is defined as anyone with no previous Math enrollments within the sequence and no previous Math assessment.